



# Diversity within Unity: Developing Sustainable Information Literacy Teams

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Academic Librarian 4



**Sustainable Academic Libraries: Now and Beyond**  
**2-3 June 2016**

A conference on the 25<sup>th</sup> Anniversary of HKUST

Co-organized by



# Outline

1. Introduction & Context
2. Sustainability = Question
  1. Team Teaching = Our solution
  2. Self managed teams
  3. Team teaching & Individuality
3. Information Literacy & Music
4. Jazz metaphor
5. Unity & Diversity – Teaching Repertoire
6. Methods & Tools of Sustainable Team Library Instruction
  1. Communication methods & attitudes
  2. Sharing Teaching Objects
  3. Venues & their scheduling (e-tools) [
  4. Session Registration, attendance, reminders, & integrated online assessment
7. Summary

# Introduction and Context - The Institution



香港科技大學

THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

- Opened in October 1991
- English Medium of Instruction
- PhD granting
- UGC (Government) Supported

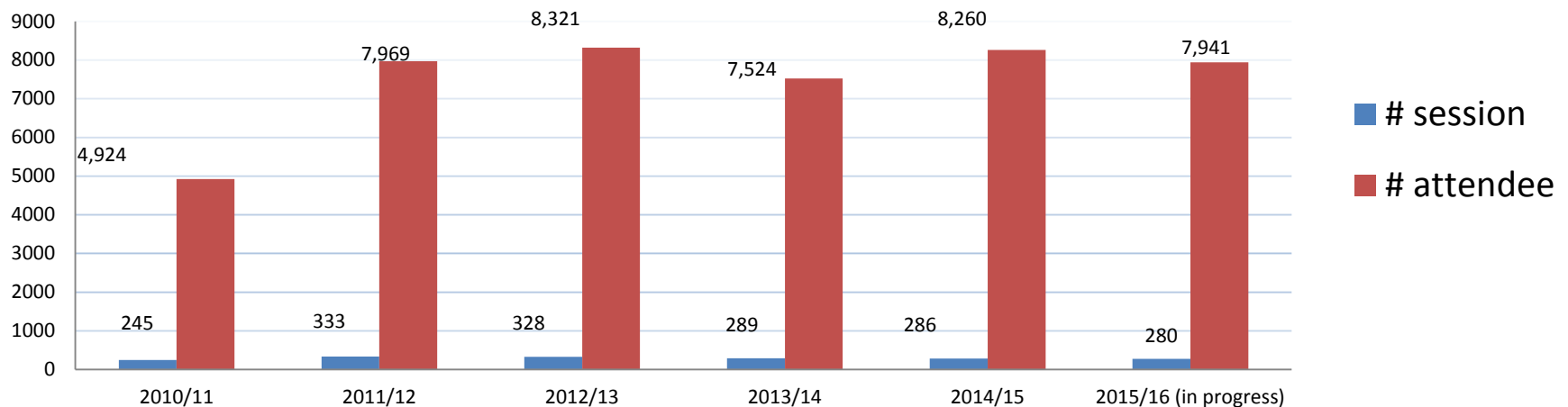
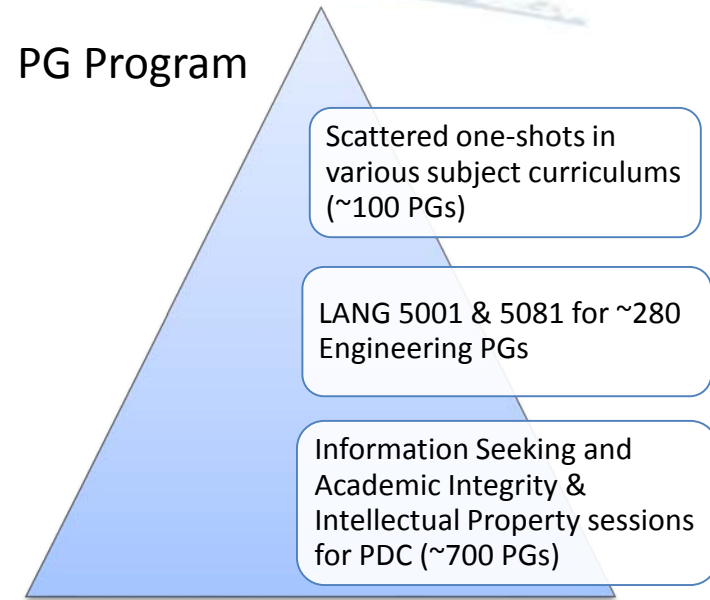
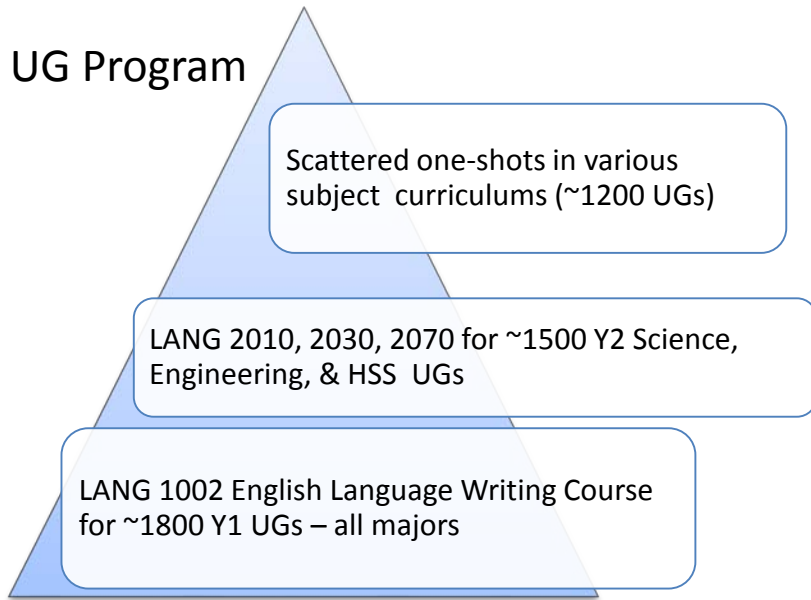
## Students:

**2012:**        **12,596** (8,699 UG + 3,897 PG) = **23% increase in UGs**

**2015:**        **13,741** (9,113 UG + 4,628 PG) = **5% increase again**



# Introduction & Context- the Information Literacy Program



# How do we deliver program sustainably?

## **Sustainable:**

- Semester after semester...Year after year...
- Same group, yet honoring individuality
- Capable of bringing new people into group
- Able to deal with new situations and demands (innovative)

## **Our answer:** Team Teaching via Jazz metaphor

- Self-managed teams with a coordinator
- Shared Teaching Repertoire
- E-tools to foster collaboration
- Good venues with useful & appropriate technologies
- Continual staff development
- Collaborate in planning and delivering the IL instruction.
  - With teammates & other librarians
  - Our stakeholders

# Self-Managed Teams

“...a manager or leader determines the overall purpose or goal of the team, but the team is at liberty to manage the methods by which to achieve the goal”. (Thompson, 2014, p. 9).

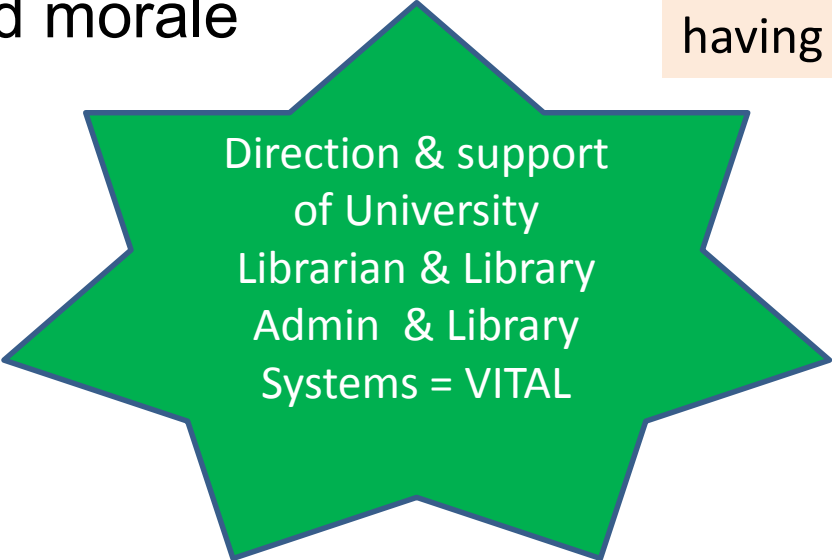
## Pro:

- Builds commitment
- Shares work
- Increased autonomy
- Enhanced morale

## Con:

- Manager (s) - less control
- More difficult to assess progress

Can overcome the difficulty by having robust assessment in place



Direction & support  
of University  
Librarian & Library  
Admin & Library  
Systems = VITAL

# Self Managed Team & Individuality



## Possible Fear of Teams:

- Loss of individuality
- Must march in lock-step

## Good teaching & Learning

- Done in a way is right for individual
- Allows her or his own talents& gifts to blossom.

The metaphor of jazz or “jam band” can be successfully used to explain how a diversity within unity in large scale library instruction can be maintained.



# Information Literacy, like Music...



## Art & Craft

- Body of Knowledge
- Skills & Techniques
- Attitude & Behavior
- Sub-disciplines vary!



[https://commons.wikimedia.org/wiki/Johann\\_Sebastian\\_Bach#/media/File:Bach\\_memorial\\_L%C3%BCbeck.JPG](https://commons.wikimedia.org/wiki/Johann_Sebastian_Bach#/media/File:Bach_memorial_L%C3%BCbeck.JPG)

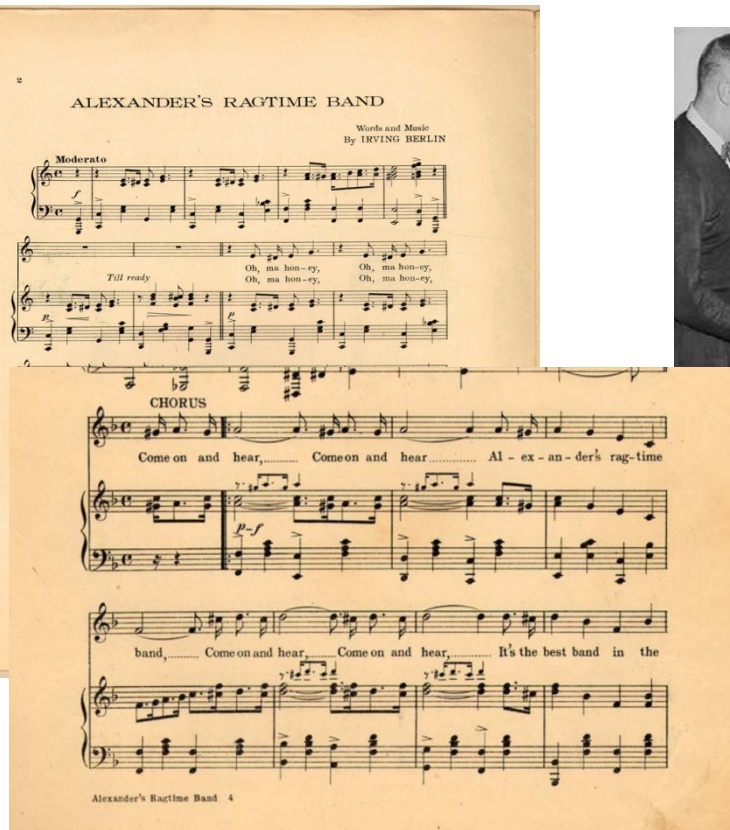
[https://commons.wikimedia.org/wiki/Music#/media/File:Gu\\_Hongzhong%27s\\_Night\\_Revels\\_2.jpg](https://commons.wikimedia.org/wiki/Music#/media/File:Gu_Hongzhong%27s_Night_Revels_2.jpg)

[https://commons.wikimedia.org/wiki/Category:Preservation\\_Hall\\_Jazz\\_Band#/media/File:PresHallBandJaquesA.jpg](https://commons.wikimedia.org/wiki/Category:Preservation_Hall_Jazz_Band#/media/File:PresHallBandJaquesA.jpg)



# The Jazz Metaphor – Bands & Playing

## Innovation – making the music your own



ALEXANDER'S RAGTIME BAND

Words and Music  
By IRVING BERLIN

Moderato

Till ready

Oh, ma hon-ry, Oh, ma hon-ry,  
Oh, ma hon-ry, Oh, ma hon-ry,

CHORUS

Come on and hear,..... Come on and hear..... Al - ex - an - der's rag-time  
band,..... Come on and hear,..... Come on and hear,..... It's the best band in the

Alexander's Ragtime Band 4



Alexander's Ragtime Band (Daddy G's Memory Music, 2011) – Benny Goodman vs. King Curtis  
[https://archive.org/details/Daddys\\_Alexander\\_s\\_Ragtime\\_Band\\_Collection](https://archive.org/details/Daddys_Alexander_s_Ragtime_Band_Collection)

1 & 2. "Alexander's Ragtime Band" sheet music (page 2 & excerpt of 3 of 5). 1911.  
<http://library.duke.edu/rubenstein/scriptorium/sheetmusic/a/a53/a5378/a5378-2-72dpi.html>

3. New York World-Telegram and the Sun staff photographer: Palumbo, Fred, photographer. - Library of Congress Prints and Photographs Division. New York World-Telegram and the Sun Newspaper Photograph Collection. <http://hdl.loc.gov/loc.pnp/cph.3c30041> | [https://commons.wikimedia.org/wiki/Benny\\_Goodman#/media/File:Benny\\_Goodman\\_rehearsal\\_NYWTS.jpg](https://commons.wikimedia.org/wiki/Benny_Goodman#/media/File:Benny_Goodman_rehearsal_NYWTS.jpg)

4. Trade ad for [King Curtis's](https://commons.wikimedia.org/wiki/File:King_Curtis.png) single "Whole Lotta Love". Wikimedia Commons [https://commons.wikimedia.org/wiki/File:King\\_Curtis.png](https://commons.wikimedia.org/wiki/File:King_Curtis.png)

# Team Teaching Information Literacy & The Jazz Metaphor

Information Literacy Teaching & Learning	Jazz or Music Metaphor
Teaching Repertoire: ILOs & Class & E-Learning materials	Music Repertoire: Often “cover tunes” or “standard”
Instruction Team	A band
IL Librarians - Create the IL session or online guide <ul style="list-style-type: none"> <li>• Original, or...</li> <li>• Free to modify within the context</li> </ul>	Musicians who work together & often <ul style="list-style-type: none"> <li>• Sometime create fresh, often</li> <li>• modify tune ahead of time or spontaneously</li> <li>• improvise variations on the tune</li> <li>• “solo”</li> </ul>
<ul style="list-style-type: none"> <li>• Information Literacy Coordinator</li> <li>• Head of Reference</li> <li>• University Librarian</li> </ul>	Band Leader(s) Conductor
Students learners	Audience Dancers Listen, “pick-up” the tune; “dance” to it – maybe learn to play themselves

# Unity & Diversity – Teaching Repertoire (1)

**Unity** - Agreed-upon and shared ILOs; LibGuides; E-Learning objects  
Worksheets; In-class exercises; online assessment

**Diversity** - how we teach these session

- How much we adapt & use from colleagues' creations
- How we change & react based on students in individual session

## Google Search Result

"social media" communication relationship

1. [How Facebook makes us unhappy](#)
2. [Is Social Media Sabotaging Real Communication?](#)



- Author?
- Affiliation?
- Who published, wrote or posted?

Who



- When was it published?
- Last updated date?
- Statistics or claims still valid?

When



- Evidence given?
- Sources for the statistics, figures, tables, charts?
- References list?

What



## Activity 2 – Evaluation Criteria

"Air Conditioning" history

1. [A history of air conditioning](#)
2. [Global Cooling a History of Air Conditioning](#)

- Author?
- Affiliations?
- Who published, wrote or posted?

Who



- When was it published?
- Last updated date?
- Statistics or claims still valid?

When



- Evidence given?
- Sources for the statistics, figures, tables, charts?
- References list?

What



Evaluate the **reliability** & **suitability** of the information

**Who:**  
Author,  
Publisher,  
Affiliation

**When:**  
Timeliness  
(still current  
or valid?)

**What:**  
Supporting evidences  
(end of paper  
references),  
publication motives,  
biases, etc.

# Unity & Diversity – Teaching Repertoire (2)

Specialist Encyclopedias  
Wiley Encyclopedia of Electrical & Electronics Engineering

Wiley Encyclopedia of Electrical and Electronics Engineering

SEARCH

What's the search cover here?

Specialist Encyclopedia  
Wiley Encyclopedia of Electrical and Electronics Engineering

Wiley Encyclopedia of Electrical and Electronics Engineering

SEARCH

What's the search cover here?

Specialist Encyclopedia:  
Wiley Encyclopedia Electrical & Electronics Engineering (c)

Results

Wiley Online Library

SEARCH

Industrial robots?  
Robot Kinematics?  
Useful new terms!

Sharing PowerPoints, worksheets, and LibGuides = heart of our teamwork  
One of the we chose e “jazz metaphor”- these are our “standards”.

Person mainly responsible (e.g. Science Librarian for LANG 2010)

- Makes a LibGuide & PowerPoint and shares with team for feedback & suggestions.
- The PowerPoints subject to variation.
- Different instructors may like particular slides that others have first created, and use and/or modify the
- Others may do something different & then create their own.

# Making It Work (1)

## Communication with non-Library Partners

### Communication with partners & their teams (CLE, PGSO, Departments, faculty members, etc.)

#### By Email & Phone + Face-to-Face at least twice a year



- Before semester – plan and discuss ILOs, assessment, dates, etc.
- Keep up communication during semester (too many, or too few students signing up at certain sessions, or other issues)
- After semester
  - Provide Report(s) (numbers, assessment & feedback)
  - Plan next pre-semester meet-up

Communication model works well with turn-over



# Making It Work (2)

## Constant Team Communication & Staff Development

### Communication within the Team

- Regular planning of sessions intellectually & logistically
- Regular, informal review of assessment & feedback among ourselves; sometimes just casual intra-office chat of “how it’s going” or “how it went”
- Open Communication Culture (default = share)
- Formal Reports at Information Services Committee

### Staff Development

- **Departmental: Learning Circle** for teaching librarians (~ 3 or 4 times a year) – Examples:
  - 2014 met twice on to discuss & prep feedback on 2 drafts of the ACRL Framework for Information Literacy for Higher Education
  - In 2016 - instruction librarians attend at least one of the other’s sessions and think about what new & different things our colleagues do could be brought to her or his own teaching.
- **Library & JULAC** - Capacity Building Program (2016), ACRL Immersion (2013), Conference attendance, LibraryConnect (Library-wide), etc.
- **Institutional:** - HKUST Center for Education Innovation workshops

# Making It Work via E-Tools (3)

## Sharing teaching materials

- Shared drive (colleagues)
- Owncloud (colleagues)
- LibGuides (colleagues, students, & collaborating partners)

Library / LibGuides / LANG 1002 - English for University Studies I / About this Guide

### LANG 1002 - English for University Studies I : About this Guide

[About this Guide](#)[Analyze Needs & Get Ideas](#)[Concepts & Keywords](#)[Information Sources](#)[Find Articles](#)[Cite Sources](#)[APA Style](#)

#### Objectives of this Guide

This guide is developed for LANG 1002 students, to help you find and cite sources for your expository essay, in which you introduce a past game-changing idea and explain its impact.

#### Class Powerpoints


-  [Jacky's Slide](#)
-  [Kevin's Slide](#)
-  [Victoria's Slides](#)
-  [Eunice's slides](#)
-  [Shan's slides](#)
-  [Lewis's Slides](#)
-  [Celia's Slides](#)


impact?)

#### Ask a Librarian

Need help with finding information or doing your research? Ask a Librarian!

 **WhatsApp** (9701-1055)

 **Visit or call** (2358-6760) our Information Desk

 **Email** to [lbref@ust.hk](mailto:lbref@ust.hk)

**For in-depth assistance.**

# Making It Work via E-Tools (4)

## Self-scheduling via shared Google-doc

IL Manager (or other coordinator)

- Schedule times & venues
- Creates Google doc
- Instruction librarians to fill in themselves

### Diversity within the Unity + Shared workload

- Selected times match preferences
- Can arrange own swaps

	A	B	C	D	E	F	G	H	I	J	K
1	2015 Spring semester LANG 2010 & 2030 class										
2	Venue: E-learning Classroom B										
3											
4	LANG 1002, week 6-8, 48 sessions			Duration: 1 hr							
5	LANG 2010, week 3-4, 11 sessions			Duration: 1 hr							
6	LANG 2030, wk 8-9, 22 sessions			Duration: 1 hr							
7	RefWorks (LANG 5001), wk 6, 5 sessions			Duration: 1 hr 20 min							
8											
9	Week 3	Mon, 14 Sep	Instructor	Tue, 15 Sep	Instructor	Wed, 16 Sep	Instructor	Thu, 17 Sep	Instructor	Fri, 18 Sep	Instructor
10	10.00am-11.00pm										
11	11.15am-12.15pm										
12	12.30pm-1.30pm										
13	1.45pm-2.45pm										
14	3.00pm-4.00pm										
15	4.15pm-5.15pm										
16	5.30pm-6.30pm										
17											
18											
19	Week 4	Mon, 21 Sep	Instructor	Tue, 22 Sep	Instructor	Wed, 23 Sep	Instructor	Thu, 24 Sep	Instructor	Fri, 25 Sep	Instructor
20	10.00am-11.00pm										
21	11.15am-12.15pm										
22	12.30pm-1.30pm										
23	1.45pm-2.45pm										
24	3.00pm-4.00pm										
25											

# Making It Work via Excellent Venues & E-Tools (5)

## 5 Excellent venues

- Library Managed & Maintained
- Technology enriched teaching venues
- All instruction librarians can book online



October 2015 - Teaching Rooms - E-Learning Classroom B

Go To Month Before		Go To This Month					Go To Month After	
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday		
				1 08:00-23:00 National Day	2 11:00-12:30 SOSC 2140 - Library	3 08:00-09:00 Unbookable 21:00-23:00 Unbookable		
	5 14:30-16:00 LANG 1002	6 13:30-16:30 LANG 1002	7 10:30-12:00 LANG 1002	8 11:30-13:30 RefWorks - Your 13:30-16:00 LANG 1002	9 11:00-14:00 LANG 1002 14:00-16:00 RefWorks - Your 16:00-19:30 LIF-S 1030 (Fall)	10 08:00-10:00 Unbookable 21:00-23:00 Unbookable		
10-10:00 Unbookable 20-23:00 Unbookable	12 12:00-15:00 LANG 1002 15:30-17:30 LANG 1002	13 10:30-13:30 LANG 1002 14:30-16:00 LANG 1002 17:00-18:30 LANG 1002	14 10:30-12:30 LANG 1002 13:30-18:30 LANG 1002	15 09:30-13:30 LANG 1002 14:30-18:30 LANG 1002	16 09:30-12:30 LANG 1002 13:30-16:00 LANG 1002 16:00-19:30 LIF-S 1030 (Fall)	17 08:00-10:00 Unbookable 21:00-23:00 Unbookable		
	19 10:30-12:30 LANG 1002 13:00-18:30 LANG 1002	20 09:30-11:00 LANG 1002 12:00-15:00 LANG 1002 15:30-18:30 LANG 1002	21 08:00-23:00 Chung Yeung	22 09:00-13:00 PA maintenance 13:30-15:00 LANG 1002 15:00-16:00 LANG 2030 16:00-17:30 HUMA 3200 17:30-18:30 LANG 1002	23 12:30-13:30 PHYS 2080 14:30-17:30 LANG 1002	24 08:00-10:00 Unbookable 21:00-23:00 Unbookable		
10-10:00 Unbookable 20-23:00 Unbookable	26 12:00-15:00 LANG 2030 15:00-18:30 LANG 2030	27 09:30-13:30 LANG 2030 14:00-17:30 LANG 2030	28 09:30-11:00 LANG 2030 12:00-16:00 LANG 2030 17:00-18:30 LANG 2030	29 09:00-12:00 PA maintenance 12:00-16:00 LANG 2030 17:00-21:00 SKGHI II workshop	30 09:30-12:30 LANG 2030 12:30-15:30 PHYS 2080 15:30-17:30 LANG 2030	31 08:00-10:00 Unbookable 21:00-23:00 Unbookable		

## Unity & Diversity

### Mass sessions

- Share venue (reduce set-up time)

### Individually arranged sessions

- Can choose venue & time
- No worry about overlap

# Making it work via E-Tools (6)

## Registration, Reminder, Attendance & Assessment

### Software integrates

- Class scheduling & registration for the students
- Email Reminders
- Attendance interface (via ID scanning)
- Assessment survey & report

**LANG 2010**

**Description:** In this hands-on workshop for LANG 2010, you will learn

- How to analyze your research topic and choose keywords
- What are good information sources on science & technology inventions
- Tips on smart searching of electronic resources

**Presenter:** Jacky Leung  
**Venue:** E-learning Classroom B

Date	Time	Quota	Place left	Status
16-Sep (Wed)	12:30-13:30	40	4	Closed
16-Sep (Wed)	17:30-18:30	40	0	Closed

1. Public View

21-Sep (Mon)	LANG 2010 12:30 PM - 1:30 PM	40	1	Closed	
	LANG 2010 1:45 PM - 2:45 PM	40	2	Closed	
22-Sep (Tue)	LANG 2010 11:15 AM - 12:15 PM	40	7	Closed	

2. Admin view -list of classes

**Event Title:** LANG 2010

**Description:** In this hands-on workshop for LANG 2010, you will learn

- How to analyze your research topic and choose keywords
- What are good information sources on science & technology inventions
- Tips on smart searching of electronic resources

**Date:** 22 Sep 2015  
**Start Time:** 11:15 AM  
**End Time:** 12:15 PM  
**Room:** E-learning Classroom B  
**Presenter:** Jacky Leung  
**Event Type:** Class  
**Class Type:** Subject  
**Department:** HEBB\_LANG  
**Department Restricted:** Yes  
**Target Audience:** UG, PG, Mixed  
**Target Restricted:** Yes  
**Public View:** Public  
**Max. Registrants:** 40  
**Users Registered:** 33  
**Users Attended:** 28  
**Activity Code (FDC field):**  
**Library Event Code (FDC field):**  
**Auto Reminder?** Yes  
**Custom Reminder Message?** Yes  
**Reminder Message:**  
**Remark:**  
**Tabling Attendance:** Tabling Attendance Interface  
**Survey Form:** LANG 2010 (2015 Fall)  
**Class Created:** 8/17/2015 4:06:58 PM by Iwonging  
**Class edit history:**

3. Admin view – session

### HKUST Library - Class Registration Attendance Update

**LANG 2030 [2646]**

Date: 2016-03-21  
Time: 12:00:00-13:00:00  
Presenter: Eunice Wong

Max Reistrants: 42	Retrieve from ceEvent table	Generated from ceEvent_attendance table
Users Registered: 43	43	
Users Attended: 35	Total: 35	
	UserType: undergrad	: 35

Refresh figures | Update figures

Note:

4. Session Attendance

**Library Class Feedback Form Management Interface**

**Manage feedback form**

- View all feedback forms
- Create new feedback form
- Delete a feedback form

**Submit feedback Forms**

- List all feedback forms

**Manage Response from Feedback Form**

- View/Edit Responses from a feedback Form
- View feedback Form Reports
- View feedback Form Reports (Common Questions)
- Export Data
- Purge a response
- View response Statistics (Under construction)

Powered by: Library Class Feedback Form

5. Feedback Mgt



# Summary - Diversity within Unity

## Diversity

If we want to teach effectively, with our whole selves, in a way that is honest to us, we cannot teach like another person, no matter how much we may like or admire their teaching . (Parker's insight)

## Unity

But together we can sustainably work fruitfully & harmoniously with colleagues, collaborators & students for the teaching and learning of the art & craft of information literacy, using....

- Self-managed teams with a coordinator
- Shared Teaching Repertoire
- Good Communication:
  - With teammates, collaborators, & students
- Regular staff development
- E-tools to foster collaboration
- Good venues with useful & appropriate technologies

Parker, P. J., 1998. *The Courage to Teach : Exploring the Inner Landscape of a Teacher's Life*. San Francisco, CA:: Jossey-Bass.

